

Pace



2014-15 School Improvement Plan

Pace

1010 SE 4TH AVE, Gainesville, FL 32601

<http://www.pacecenter.org/>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	32

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

PACE Center for Girls, Inc. provides girls and young women an opportunity for a better future through education, counseling, training & advocacy.

Provide the school's vision statement

PACE Alachua provides a joyful sanctuary where girls and staff create hope for the future together.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

PACE strives to employ staff that are a representation of the student body. At intake, counselors work hard to understand the client's diverse needs and to determine what resources can be put in to help that child be successful based on their culture and diverse needs. Accommodations are put into place if the student is in need of ESE services, domestic violence counseling, etc. Our initial needs assessment takes into account Socio Economic Status and culture. Students are intentionally individually matched with counselors. The counselors and teachers work as a team as a model for getting along with different people with various backgrounds, genders, sexual orientation, etc. This is done in all efforts to ensure everyone is working together to meet the individual needs of each unique student. Building relationships is the core of PACE philosophy. All staff have annual trainings as well as monthly staff meetings to ensure that no student is here without a voice in the center. For the first 30 days, the staff makes extra efforts to ensure a relationship is built with at least one staff member. Because of the smaller class sizes, teachers have opportunities to build relationships with the girls. The teacher student ratio is 1:12, but average class size is 1:9. Counselors on staff are certified as a Mental Health Counselors. They work with students and families to provide resources and support. The Counselors also meet with their case load bi-weekly to discuss & review an ongoing needs assessment.

We have a Transition Coordinator that meets with students, at their feeder school for six months, following their transition from PACE. Staff attends annual trainings on diversity and trauma to make certain that our students needs are met. Our faculty work hard to develop a caring relationship with the students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Creating an environment in which the students feel safe and respected is at the core of what we do. PACE believes that effective learning is not at its highest potential if students are not at peace with their surroundings. From the time a student is referred to our school until she transitions, we ensure that each step is designed with the student in mind. Our staff is present during all breaks and students are not allowed to travel the hallways without a staff's knowledge of the students' whereabouts. The teacher student ratio is 1:12 on campus and 1:6 for off campus field trips.

When students have conflict with a peer or staff, we spend as much time as needed to ensure that the concern is resolved. This has been a positive action that has prevented physical altercations as well as taught the student to be proactive when a situation arises. A grievance policy is in place for the students to have a voice when they feel that a staff has not dealt with them in a respectful or fair manner. The forms for grievance are conveniently located in every classroom and counselors' office.

The students are reminded to complete the grievance form when making complaints to administration and staff. A counselor is also appointed to help the student write it.

Upon enrollment, all students are assigned a teacher advisor and a counselor. These persons are responsible for meeting with their students biweekly to review academic and counseling goals. The direct care staff also meet weekly to review all students' progress and develop a plan of action. This ensures that no student is overlooked and that she gets the individual attention and resources needed to be successful.

PACE has clear and consistent school wide behavior expectations and consequences so that students know what to expect throughout the day and what to expect if they do not adhere to these expectations. Provide routine training updates to all staff concerning awareness of cults and or gangs and their philosophies.

Emergency procedures are reviewed and practiced quarterly. Lastly, PACE take great lengths to provide students with a comfortable, attractive, and well maintained campus. The entire campus (hallways, parent and school bus drop-off and parking lots) are consistently are under observation by faculty and staff to ensure a mindful eye and a point of contact for each and every student.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

PACE has clear and consistent school wide behavior expectations and consequences so that students know what to expect throughout the day and what to expect if they do not adhere to these expectations. For example, there is a 4 step process to dealing with behaviors from the classroom, before students are given a referral. We have implemented many positive strategies to encourage expected behaviors. This includes a point and level system. Providing students with a quality education starts by maximizing the amount of time spent in a quality learning environment.

PACE utilizes a variety of techniques to minimize distractions in the classroom, such as moving the student's seats or using other staff that student has a relationship with, and an opportunity to speak with a counselor, if we believe that student's behaviors is stemming from a more personal concern or issue.

In addition to the clear behavioral expectations listed in the student code of conduct, teachers are trained to use strategies that avoid disruptions to the learning environment. This includes out of classroom interventions which allows teachers to send a disruptive student to a peer teacher's classroom to allow the student time to reflect on their actions in the classroom. Student are required to complete a one page self reflection report. This alternative to writing a referral allows the student to return to the classroom in a timely manner.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Counselors provide individual and group counseling to the girls each week. There are parent meetings each month. Counselors do psychosocial assessments even before they come in. Additional assessments are done within the first 30 days they are here so goals can be developed to address any psychosocial issues. The group counseling each week is designed to address any developmental issue. Within the first 30 days, it is PACE policy to visit the home of the student to work with them in their home environment. Referrals are made out to domestic violence shelters, sexual trauma experts, Meridian mental health services, family counseling, planned parenthood, the health department, Medicaid dental services, etc. Students are mentored by University of Florida volunteers. All students also receive vocational counseling and opportunities to attend Job Shadows of professions they might like to pursue. Counselors provide peer mediations, and crisis counseling and address concerns of bullying, dating violence, drug awareness and safe sexuality. A local church provides gift baskets during Thanksgiving to our low socio-economic students. Our PACE board

donates \$50-\$75 gift certificates for each student's family for Christmas. Our Center also has a mother's day celebration.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance: Daily calls are made to parents/guardians of students that are absent by a staff member. The call is documented and appropriate personnel are notified. If a student is absent 3 consecutive days, a counselor is informed and expected to make additional effort to contact parent. On the 4th consecutive absent, a counselor will go to the student's home with hopes of speaking with a parent/guardian and if no one is present, a letter will be left identifying dates of attempted contact as well as the next plan of action.

Students are monitored on a biweekly basis by an teacher advisor and on a monthly basis by direct care staff. Student concerned are discussed and a plan of action is developed.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level					Total
	7	8	9	10	11	
Attendance below 90 percent	1	4	4	5	0	14
One or more suspensions	2	1	4	1	0	8
Course failure in ELA or Math	1	3	4	6	3	17
Level 1 on statewide assessment	4	6	5	6	3	24

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	7	8	9	10	11	
Students exhibiting two or more indicators	2	4	1	4	2	13

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. The student services team is comprised of administration, resource officer, guidance counselors, deans and school nurse. The team meets twice a month to discuss student concerns and needs.
2. Administrators, teachers and staff volunteer to mentor students one on one.
3. Credit Retrieval program is available to students that have credit deficiencies.
4. IEP and 504 accommodations are monitored and updated per student need.
5. EPT's are immediately scheduled for students with discipline, attendance or academic issues.
6. Teachers volunteer their time before, during lunch and after school to assist students in need.
7. Afterschool tutoring is available in the media center from 3:00-4:30 on Monday and Wednesdays.
8. Computers are readily available Monday through Thursday from 3:15-4:30.
9. Credit deficient students are informed of the option to transfer to Sia-tech, which allows them to retrieve credits and then return to Newberry.
10. Data chats are hosted with targeted students by administration, counselors and teachers.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

PACE has been designed with the family in mind. We meet with parents at least once a month to relay their daughter's progress, achievements and area needing improvements.

1. Schedule monthly home visits at convenient times for parents.
2. Inform parents of homework responsibilities and ask their help in monitoring this at home.
3. Invite parents to recognition programs
4. Enjoy able and positive activities will be provided at the school for parents to participate in order to provide quality time and involvement with their daughter

Parents are notified at the initial acceptance of their daughter into PACE that PACE is strictly a voluntary program unless otherwise court ordered, and it is a privilege to attend PACE. There is ongoing communication with parents throughout the year about their daughters' progress through monthly home visits, parent conferences, phone calls and school activities where the parents are invited to attend. If a girl doesn't show up for school in the morning a phone call is made to the parent within the first hour of school. Parents are mailed their daughter's progress report monthly. During the monthly home visit the counselor discusses the girl's progress report, her academic roadmap (a visual to show credits earned/courses completed), and answers any questions or concerns they may have. Parents are invited to attend open house, to volunteer in the classroom, and to shadow their daughter. There are events held throughout the year to encourage the fact that we strongly believe that PACE is an extended family. Examples are our Thanksgiving Luncheon, our Christmas Luncheon, our Mother's day celebration, in which mothers' are the guest of honor, and butterfly day (family fun day in the park). We also try to call parents to tell them good news about their daughter so a call from the school isn't seen only in a negative light.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

PACE is well known in the community and building relationships is one of the core PACE values. PACE partners with Trinity United Methodist Church, Taste of Gainesville, University of Florida's Mary Wise Golf Scramble, University of Florida's Counseling department, The Spain and Cooper Construction Company and many local churches.

PACE also fosters a partnership with agencies to meet the socio-economic needs of its students. The Junior League Thrift Store donates clothing vouchers to students who may not have monies or resources to buy clothing. The Junior League also provides an annual fashion show hosted at Belk's. Select PACE girls are chosen to participate. The monies raised are donated to PACE, and all of the clothing featured during the show are donated to PACE girls.

PACE also partnered with various legislators from the Tallahassee to meet to advocate for the needs of girls.

PACE will conduct several venues to increase the parent participation and increase parents awareness of graduation requirements. PACE has an Outreach Counselor whose primary responsibility is to inform

and education parents and the community of the many opportunities PACE has to offer. We have a host of volunteers from the University of Florida to tutor our student during and after school, as well as counseling interns is also will house any parents willing to volunteer and support our students with celebratory socials, create special awards and scholarships for those students in need. We will assist in college fairs, FAFSA night for seniors and orientation of all new students.

PACE utilizes its webpage to inform parents, and community partners of all activities, and community events. We also disseminate information through email and phone homes for parents and students that may not access the our webpage on a regular basis.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hines, Tawanna	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Academic Manager works closely with each teacher. The Academic Manager meets with the teachers daily to facilitate morning meetings that encourage growth and development within the classroom. The Academic Manager also meets monthly with each teacher individually to discuss classroom achievements and concerns. A plan of action is developed to address each concern. The Academic Manager collects and reviews lesson plans bi-weekly, and does frequent classroom observations. Observations are discussed with the teacher and feedback given as needed. During these meetings, teachers are encouraged to share ideas and participate in the decision making process. Teachers are delegated additional responsibilities that promote leadership skills and teamwork.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Students are administered entry assessments for math, reading, and career inventory upon enrollment. State-wide and District-wide assessments are administered at various times throughout the school year. The Academic Manager and the academic team uses this data to problem-solve and determine what additional resources are needed. Weekly, the academic team as well as the counselors meet to review the students' academic achievements, areas needing improvement and develop a plan of action accordingly. The Data-based problem-solving process will go through a procedural break down to implement the most effective and efficient support for our students. Data will be collected in specific areas designated as problematic or disruptive of learning environment in school setting. Whether it be academic or student support, resources will be allocated to assist in cost of training, supplemental supplies or outside agency intervention.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tawanna Hines	Principal
John Lalacona	Teacher
Virginia Rahmings	Parent
Katlin Milton	Student
Judiscia Rushing	Education Support Employee
Rodney Long	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school advisory council will assist in preparing and evaluating the school improvement plan while the Board of Directors will assist in reviewing the annual budget. The SAC committee discusses the school improvement plan to meet the requirements for graduation, teacher certification, attendance, and disciplinary guidelines. They will also revisit last year's school improvement plan to detect areas of improvement in lieu of test results, graduation rates and other data. This includes new educational initiatives and state and federal guidelines that impact all state holders involved.

Development of this school improvement plan

The School Advisory Council is highly involved with the school improvement plan through shared leadership. Parents, faculty, administration, and the community members all work cohesively to advise and enter into agreement on school policies. The plan is to align decisions with school mission. Various tests such as EOC, FCAT 2.0, and AP will guide discussions in an effort to alter and adjust the current school improvement plan.

Preparation of the school's annual budget and plan

The Executive Director is responsible for the schools annual budget. The Director reviews the budget to determine the needs for the upcoming fiscal year. This information is shared with the Board of Directors and Project Developer to determine what other funding should be pursued to ensure a balanced budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

A math tutor - \$8,000 for 7 month contract. This personnel will work 4 hours a day at \$13.00 an hour which includes after school tutoring.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hines, Tawanna	Principal
Lalacona, John	Teacher, K-12
Beard-Exainvil, Patricia	Teacher, ESE
McGinnis-Brown, Denise	Teacher, K-12
Dagher, Baria	Teacher, K-12
Wright, Cottie	Instructional Coach

Duties***Describe how the LLT promotes literacy within the school***

PACE will continue to utilize disaggregated data as a foundation to establish goals and instructional planning for individual students. A second major initiative is the LLT members will provide students with test taking strategies in an attempt to encourage students' success and achievement.

1. All teachers will obtain a reading endorsement.
2. Instructors will provide weekly vocabulary word and promote daily usage.
3. Math tutoring will be offered during and after school.
4. There will be two "write only" days this school year in an effort to enhance the students' writings skills.
5. Intensive reading courses will support level 2 and below readers in an effort to earn EOC and FCAT 2.0 passing score, ELA passing or concordant score (ACT,SAT).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

PACE has created a school wide professional learning community that allows for teachers to work collaboratively in order to provide the most effective instruction possible. The Academic staff meets every morning to discuss various instructional needs. The meetings are utilized to encourage team collaboration and unity. The agenda is developed based on the center's current concerns, future projects, and professional development. The Academic Manager decides what is placed on the agenda based on observations, data, and teachers input. Professional development is determined based on the needs discovered during these meetings as well as through data collection and observations. Due to the newness of our team members, professional development will be completed as a team rather than individually. This will help the teachers bond as well as ensure that all teachers are getting the same development. Individual development will also be encourage and decided based on monthly supervision and observations.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Academic Manager will conduct thorough investigations through detailed interviews in an effort to recruit and retain highly qualified teachers that embody quality and characteristics that fit the school culture and climate. All teachers will engage in staff development in high-yield literacy strategies for student engagement. All teachers will include specific literacy strategies in their lesson plans. Administration will observe the use of such strategies and structures during formal and informal classroom visits and in the review of lesson plans. Teachers' professional development plans will include

training in Kagan strategies, CRISS strategies, lesson plan development, and classroom management. Listed below are many other perks used to recruit and retain highly qualified teachers:

1. Performance Based Pay increases
2. Weekly and Monthly Staff recognition
3. Use of PACE State-wide marketing strategies to recruit highly qualified teachers
4. Professional Development Opportunities of high interest to individual teachers/staff long-term professional goals
5. Create a positive working environment that is teamwork oriented
6. We encourage an open-door policy to administrators
7. New teachers are enrolled in the teacher induction program and worked with very closely to meet requirements for certification
8. All teachers are sent to various training to ensure their success
9. There are many other perks, such as, great health benefits with options, 401K investment with 100% matching, and 3 day weekends every other month. Teachers are very much appreciated and this is shown by the many extras. For example, everyone's birthday is celebrated by the team and a gift certificate of choice is given to the employee

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our mentoring program consist of an assigned veteran teacher of same subject to conducting monthly meetings; professional development in areas of lesson planning, classroom management, assessment, and data analysis. Academic Manager reviews required paperwork for accuracy and effectiveness biweekly. Weekly supervision for the first three months and monthly supervision there after. Frequent Classroom observations with feedback. Classroom observations, coaching sessions, goal setting, modeling of best practice, daily morning meetings are among many other strategies used to assist new/developing teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

1. School based literacy coach provides review training and support for literacy standards embedded in all curriculum areas.
2. District personnel offers training for all teachers in specific curriculum areas.
3. Training and support will be provided in areas of technology, content-areas, literacy strategies and differentiation by district personnel.
4. Department chairpersons will meet with district supervisors to disseminate information received in trainings/updates related to Florida standards. They will meet with their departments monthly.
5. Administration will monitor teachers lesson plans and visit classrooms and provide feedback through snapshots.
6. Administration will meet with teachers to evaluate incorporation of school wide strategies daily.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

These instructional strategies and supplements are used to facilitate schools needs.

1. Level 1 and 2 students are provided intensive reading courses (50 minutes daily) that target literacy strategies to assist in passing standardized test.
2. Math tutors are utilized for assistance of our low achieving students.
3. Students with IEP and 504 plans will receive appropriate accommodations.
4. After school tutoring is available in all subject areas.
5. After school review sessions are rendered for Algebra I EOC retakes and ACT preparation.
6. Teachers provide differentiated instruction to accommodate varying learning styles.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 16,600

PACE offers year-round school to help students that are academic behind an opportunity to earn additional credits. We also offer various enrichment learning opportunities through the Harn Museum.

Strategy Rationale

Students can use their summer break for a continued learning experience, and for many students, the year-round school is also a way to ensure advantage use of their time during the summer.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hines, Tawanna, tawanna.hines@pacecenter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

PACE has implemented a sign in sheet for students and tutors to track attendance. Credit retrieval and time span to complete the course is record in PACE data system ETO (efforts to outcome). Progress is monitored during monthly Care Review and a plan of action is developed as needed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

PACE utilizes Academic Roadmap sheets to guide and instruct students on their academics and career planning. Academic Manager and Academic Advisors present courses offered and create an ideal individualized schedule for all students to complete required classes. The parents of all students are involved and meet monthly with Counselor to review, discuss and alter plan of progress. Counselors meet bi-weekly for career awareness and planning.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

1. Enroll students in Eng. 4: College Prep if not enrolled in Honors or A..P. courses.
2. Enroll in Math and College Readiness course
3. Provide free ACT tutoring on campus.
4. Provide several options to completing courses that were previous taken and not passed as well as completing courses at a faster pace in order to be place with kindergarten cohort group.
5. Provide tutoring and mentoring
6. Work with Santa Fe College in enrolling and tracking students success in dual enrollment programs
7. Afford all juniors the opportunity to take ACT during the school day

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To decrease the number of students who receive disciplinary referrals
- G2.** To increase percentage of students who pass the Alg. I EOC, Geometry EOC, and Alg. II EOC
- G3.** To increase the percentage of students who are proficient in writing

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To decrease the number of students who receive disciplinary referrals 1a

G054881

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	

Resources Available to Support the Goal 2

- Counselors - ratio 1:5
- Academic Manager - primarily responsible for discipline
- Review Team - Composed of counselors, teachers, Academic Manager, and Executive Director
- Teachers

Targeted Barriers to Achieving the Goal 3

- Students inability to handle emotional and personal impulsive behaviors
- Student's not accepting responsibility
- Staff lack of cultural understanding
- Student's inability to connect present choices with future outcome.

Plan to Monitor Progress Toward G1. 8

Discipline Reports

Person Responsible

Tawanna Hines

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Decreased number of referrals

G2. To increase percentage of students who pass the Alg. I EOC, Geometry EOC, and Alg. II EOC 1a

G054880

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	45.0

Resources Available to Support the Goal 2

- Study sessions for EOCs
- Utilize District Pacing Guides

Targeted Barriers to Achieving the Goal 3

- Excessive absences
- Below grade level skills

Plan to Monitor Progress Toward G2. 8

District On track testing, EOC results, and Teacher assessments

Person Responsible

Tawanna Hines

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increase of students passing math EOCs.

G3. To increase the percentage of students who are proficient in writing 1a

G054879

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	45.0

Resources Available to Support the Goal 2

- Teachers
- journals

Targeted Barriers to Achieving the Goal 3

- Low vocabulary word choice
- Lack of reading

Plan to Monitor Progress Toward G3. 8

Teacher derived writing assignments. Writing scores from standardized writing assessment.

Person Responsible

Tawanna Hines

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher derived writing assignments. Writing scores from standardized writing assessment.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To decrease the number of students who receive disciplinary referrals **1**

 G054881

G1.B1 Students inability to handle emotional and personal impulsive behaviors **2**

 B138230

G1.B1.S1 Offer weekly group sessions that covers the identified barrier. Help students identify their behavior and responses to various situation. **4**

 S150210

Strategy Rationale

Students are more apt to change when they understand how they respond.

Action Step 1 **5**

Social Service Manager will ensure that weekly groups are centered around emotional and impulsive behaviors.

Person Responsible

Tawanna Hines


Schedule

Weekly, from 9/8/2014 to 8/7/2015


Evidence of Completion

Use Care Review meetings to determine if behaviors have decreased.

G1.B2 Student's not accepting responsibility 2

 B138231

G1.B2.S1 Use every incident as a teachable moment 4

 S150211

Strategy Rationale

Students will experience personal growth from these discussions and activities.

Action Step 1 5

Person Responsible


Schedule

Evidence of Completion


G2. To increase percentage of students who pass the Alg. I EOC, Geometry EOC, and Alg. II EOC 1

 G054880

G2.B1 Excessive absences 2

 B138229

G2.B1.S1 Implement an attendance alert team. This team will develop an outline of actions to take when a student is frequently absent. 4

 S150287

Strategy Rationale

Have more accountability to ensure students and parents understand the importance of regular attendance.

Action Step 1 5

The attendance alert team will update student's attendance and assign consequences as needed on a weekly basis.

Person Responsible

Tawanna Hines

Schedule

Weekly, from 8/18/2014 to 8/7/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review monthly census report.

Person Responsible

Tawanna Hines

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Monthly attendance reports.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B2 Below grade level skills 2

 B138234

G2.B2.S1 Offer one-on-one tutoring 4

 S150288

Strategy Rationale

To assist students that have missed various skills in previous grade levels.

Action Step 1 5

Students with low skills in math will be appointed a math tutor and given one-on-one instructions.

Person Responsible

Tawanna Hines

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

EOC results, credit completions, and teacher assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Academic Manager will review lesson plans and quarter data.

Person Responsible

Tawanna Hines

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Reports from data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Math teacher will administer quarterly On Track testing

Person Responsible

John Lalacona

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Scores from On Track testing

G3. To increase the percentage of students who are proficient in writing 1

 G054879

G3.B1 Low vocabulary word choice 2

 B138228

G3.B1.S1 Reading teachers will give five new vocabulary words weekly and make real connections for understanding. 4

 S150297

Strategy Rationale

Students will remember words that they are able to connect with.

Action Step 1 5

Reading and Content area teachers will spend adequate time and instruction with learning new vocabulary words.

Person Responsible

Tawanna Hines

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher derived tests and quarter FAIR testing

G3.B2 Lack of reading 2

B138308

G3.B2.S1 Students will read daily for 30 minutes during reading - book of choice 4

S150298

Strategy Rationale

Students will likely read more if reading material of interest.

Action Step 1 5

Silent reading will be allowed for 30 minutes during reading class.

Person Responsible

Tawanna Hines

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Social Service Manager will ensure that weekly groups are centered around emotional and impulsive behaviors.	Hines, Tawanna	9/8/2014	Use Care Review meetings to determine if behaviors have decreased.	8/7/2015 weekly
G1.B2.S1.A1	[no content entered]			one-time	
G2.B1.S1.A1	The attendance alert team will update student's attendance and assign consequences as needed on a weekly basis.	Hines, Tawanna	8/18/2014		8/7/2015 weekly
G2.B2.S1.A1	Students with low skills in math will be appointed a math tutor and given one-on-one instructions.	Hines, Tawanna	8/18/2014	EOC results, credit completions, and teacher assessments	5/29/2015 daily
G3.B1.S1.A1	Reading and Content area teachers will spend adequate time and instruction with learning new vocabulary words.	Hines, Tawanna	8/18/2014	Teacher derived tests and quarter FAIR testing	5/29/2015 weekly
G3.B2.S1.A1	Silent reading will be allowed for 30 minutes during reading class.	Hines, Tawanna	8/18/2014		5/29/2015 daily
G1.MA1	Discipline Reports	Hines, Tawanna	8/18/2014	Decreased number of referrals	5/29/2015 quarterly
G2.MA1	District On track testing, EOC results, and Teacher assessments	Hines, Tawanna	8/18/2014	Increase of students passing math EOCs.	5/29/2015 quarterly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Review monthly census report.	Hines, Tawanna	8/18/2014	Monthly attendance reports.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Math teacher will administer quarterly On Track testing	Lalacona, John	8/18/2014	Scores from On Track testing	5/29/2015 quarterly
G2.B2.S1.MA1	Academic Manager will review lesson plans and quarter data.	Hines, Tawanna	8/18/2014	Reports from data	5/29/2015 quarterly
G3.MA1	Teacher derived writing assignments. Writing scores from standardized writing assessment.	Hines, Tawanna	8/18/2014	Teacher derived writing assignments. Writing scores from standardized writing assessment.	5/29/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To decrease the number of students who receive disciplinary referrals

G1.B1 Students inability to handle emotional and personal impulsive behaviors

G1.B1.S1 Offer weekly group sessions that covers the identified barrier. Help students identify their behavior and responses to various situation.

PD Opportunity 1

Social Service Manager will ensure that weekly groups are centered around emotional and impulsive behaviors.

Facilitator

Michael Noroski

Participants

Interns and counselors.

Schedule

Weekly, from 9/8/2014 to 8/7/2015

G2. To increase percentage of students who pass the Alg. I EOC, Geometry EOC, and Alg. II EOC

G2.B1 Excessive absences

G2.B1.S1 Implement an attendance alert team. This team will develop an outline of actions to take when a student is frequently absent.

PD Opportunity 1

The attendance alert team will update student's attendance and assign consequences as needed on a weekly basis.

Facilitator

Tawanna Hines and Michael Norowski

Participants

Counselors and Teachers

Schedule

Weekly, from 8/18/2014 to 8/7/2015

G3. To increase the percentage of students who are proficient in writing

G3.B1 Low vocabulary word choice

G3.B1.S1 Reading teachers will give five new vocabulary words weekly and make real connections for understanding.

PD Opportunity 1

Reading and Content area teachers will spend adequate time and instruction with learning new vocabulary words.

Facilitator

District Instructional Coach

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G3.B2 Lack of reading

G3.B2.S1 Students will read daily for 30 minutes during reading - book of choice

PD Opportunity 1

Silent reading will be allowed for 30 minutes during reading class.

Facilitator

Tawanna Hines

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 2: To increase percentage of students who pass the Alg. I EOC, Geometry EOC, and Alg. II EOC	8,000
Grand Total	8,000

Goal 2: To increase percentage of students who pass the Alg. I EOC, Geometry EOC, and Alg. II EOC		
Description	Source	Total
B2.S1.A1 - Math Tutor - 4 hours a day at \$13.00 an hour.	Title I Part D (N&D)	8,000
Total Goal 2		8,000